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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the twelfth in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to help users develop the skills needed to produce an effective evaluation report in terms of content, format, level of sophistication, accuracy, and organization. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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MODULE 12

COMMUNICATING EVALUATION RESULTS

Sarah Roberts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL AND OUTCOMES

Module Goal

To help you develop the skills needed to produce an effective evaluation report appropriate to your setting.

*Module Outcomes**

When you have successfully completed this module, you will be able to

1. Explain how content, format, and level of sophistication can vary in an evaluation report.
2. Choose content, format, and level of sophistication appropriate for (a) decisions and the data they require, (b) audience characteristics, and (c) resources available for producing the evaluation report.
3. Specify how to use simple, logical organization in preparing evaluation reports.
4. Specify how to use concise language in evaluation reports.
5. Specify how to use clear, accurate presentation of data in evaluation reports.
6. Specify appropriate methods that contribute to an interesting, attractive presentation.
7. Tailor your writing and presentation of data to be appropriate for (a) the decisions and data needed for them, (b) audience characteristics, and (c) resources available.
8. Identify the reporting considerations for your own situation and develop a plan for reporting evaluation results using communication strategies appropriate to the considerations you have identified.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide for Module 12.

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
40 minutes	Introduction. A brief reading activity. The Coordinator will explain the structure and purposes of the module. Questions and discussion included.	1,2
4 hours	Text. Presentation of the important information related to communicating evaluation results. Discussion sessions and practice activities interspersed.	1-7
1 1/2 hours	Postassessment Practice activities for assessment of your acquired knowledge and skills.	8
1 1/2 hours	Application. Evolving a concrete plan for defining the reporting considerations in your own situation and for choosing appropriate communication strategies.	

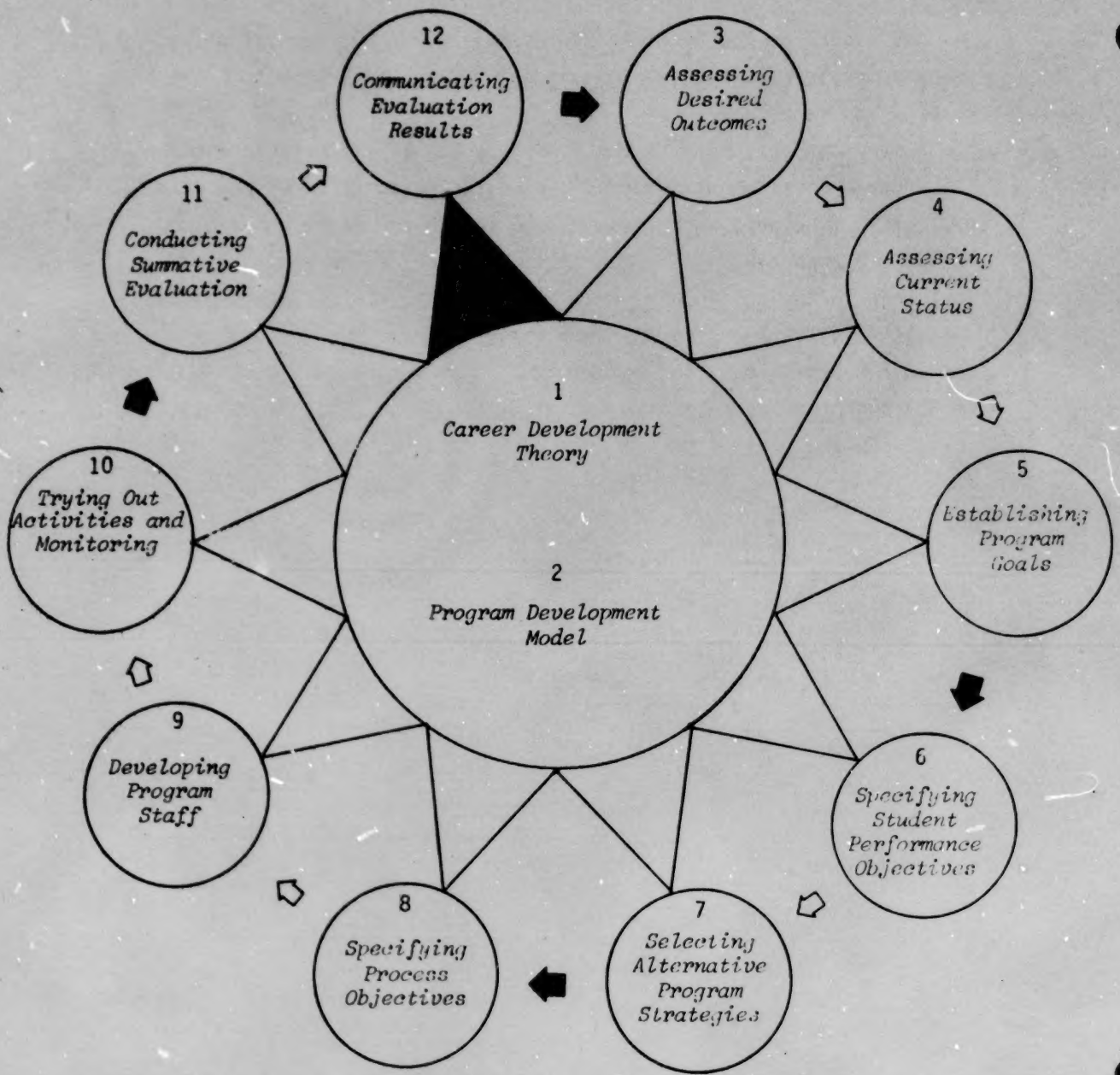
MODEL AND MODULE 12

The figure on the next page diagrams a comprehensive career guidance program development model. Communicating Evaluation Results comes under Phase 4 and is Module 12.

As you can see, this is the final step in all important components of the program development process. It is the means by which you feed back evaluation findings, which then become inputs for program decision making. If you are reporting *formative* evaluation results, these inputs will influence further planning in your own program. If you are reporting *summative* evaluation results, they may well serve the needs of those who are in the beginning stage of planning a new program, as well as affecting the future of yours. In either case, although this step is the last, it is not the end.

A Model for Developing

Comprehensive Career Guidance Programs



Bar graph - A graph in which numbers of observations in various categories are represented by vertical or horizontal bars.

Descriptive statistics - Methods of organizing, summarizing, and describing data. Examples: mean, frequency counts.

Formative evaluation - A process of collecting and using information to improve the functioning of educational programs.

Inferential statistics - Methods of drawing conclusions or making decisions about populations on the basis of samples. Examples: measures of significance, percentiles.

Measures of relationship - Measurables are often imperfectly related, e.g., volume and weight. Measures of relationship are methods for expressing the extent of relatedness. Examples: coefficients of correlation, contingency, and reliability.

Null hypothesis - Hypothesis that there is no difference between two particular populations.

Statistical significance - Refers to the probability that an observed difference between two populations could have occurred by chance. When this probability is very small, the difference is said to be statistically significant.

Summative evaluation - A process of collecting and using information to make decisions about the overall worth of educational programs.

VARYING COMMUNICATION STRATEGIES

A. *Content*
   1. *Formative evaluation*
   2. *Summative evaluation*

B. *Format*
   1. *Written report*
   2. *Oral report*
   3. *Audiovisual report*
   4. *Articles*

C. *Level of sophistication*
   1. *Lay level*
   2. *Board report level*
   3. *Expert level*

When you set out to communicate evaluation results, your purpose will always be to provide information for some kind of decision making. As you learned in the previous module, the *kinds of decisions* and the *data they require* will vary. The *audience* for which the report is prepared will also vary. Finally, the *resources* which you are able to devote to communicating evaluation results will vary. Your communication strategies will be influenced by all of these considerations, which will be discussed further in the next section. Your first problem however, is to know what aspects of evaluation reporting strategy you can vary in response to these variations in requirements. There are three broad categories of communication strategies which you should consider:

- *Content*
- *Format*
- *Level of sophistication*

Content

Content

Some people choose to divide evaluations into two types, formative and summative, while others feel that evaluation should combine both of these approaches. Briefly, *formative* evaluation is intended to focus on the implementation (or process) of a program and on the progress (or interim products) of a program. Formative evaluation is undertaken and reported while the program is in operation. Its purpose is to provide information which can be used to alter and improve the program so that the implementation and the results or products can be brought closer to matching the objectives that were set for them.

Formative Evaluation

The formative report may contain descriptions of any major discrepancies between the program plan and actual practice. It should also include recommendations for any changes in staffing, scheduling, or other aspects of implementation that might be undertaken to improve program functioning. Alternatively, the report might recommend changes in implementation objectives and strategies that may have been inappropriate. In addition to looking at the program plans and how they are being carried out, the formative report may also be concerned with the extent to which the results the program is showing resemble the results it aimed to show. Reports may recommend changes that are needed to improve progress toward these objectives.

Summative evaluation looks at the effectiveness of the program. Unlike formative evaluation, it is not directed toward the improvement of a program during the process of development and implementation. Rather, it is meant to assess the impact of the completed program and to furnish information for decision makers who may wish to adopt, adapt, or continue the program. A summative evaluation report will generally contain a description of

Summative Evaluation

the program and its participants, a description of the evaluation study and its results, and a section with conclusions and recommendations.

The distinction between formative and summative evaluation is not necessarily accepted by all who carry out evaluations, and in some cases reports of evaluation results may encompass the purposes of both. The content of such reports includes both a description and evaluation of the program process and products and an evaluation of the overall program effectiveness.

Format

Written Report

Format

Various formats can be used for communicating evaluation results. The *written report* is probably the most common format and can range from an informal document designed for circulation among the program staff to a published report which can be distributed to persons in other schools, other districts, or other states. Reports of formative evaluations are more likely to be of the first type and may be simply printed or mimeographed for internal staff distribution. Summative evaluation reports may also take this form, or they may be more formal production jobs (typeset and printed on high-quality paper, with special binding and perhaps illustrated with photographs of the program).

Oral presentations are another way of communicating results. An oral presentation has several important advantages over a written report: it has the greater impact of person-to-person communication and there is an opportunity for dialogue. However, there must be a speaker to deliver the oral presentation, so that for widespread dissemination it is less efficient than the written report. The oral presentation is also less amenable to the summary of technical information or of data, such as test profiles, questionnaire responses, occupational data, etc. (Ways of avoiding some of these problems of oral presentations will be discussed in a later section.) An oral presentation should be backed up with written data in case the report is later challenged or needs to be referred to again.

Oral Report

The audiovisual presentation has the advantage of appealing to the senses of sight and hearing. It can have sound, color, action, immediacy. Like the oral presentation, it carries the impact of a spoken message, but the voice may be provided either by a live commentary or by a pre-recorded one. The visual portion may consist of slides, overhead transparencies, moving pictures, or video-tape. With the increasing availability of media, this approach to presenting evaluation results, particularly summative evaluation of programs which have proved successful, is becoming more popular. It is often used by developers who wish to spread their methods to other locations.

Articles in newspapers, magazines, professional journals, or newsletters offer another means of communicating evaluation results. The article is like the written report, but is likely to be briefer, less comprehensive, and written in layperson's language.

Articles

Level of Sophistication

Level of Sophistication

Varying Complexity

No matter what the content of your reporting or what the format you choose, the level of sophistication of your communication can vary. Content, format, and level of sophistication are all interrelated. An oral presentation can be either simple or sophisticated, and a written report can be presented on any of several levels. The level of sophistication can range from *lay level* which requires little or no specialized knowledge for understanding the presentation, to an *expert level,* which makes use of terminology and concepts restricted to those who are relatively expert in a particular field, e.g., administrators and readers of professional journals. An intermediate level is that of the *board report* and report to teachers, which assumes a level of specialized knowledge higher than among the general public, but does not contain the more technical terminology and presentation of concepts found in an expert-level report.

Example

Let's look at a specific example of how level of sophistication can vary. The following statement introduces the "Analysis of Data" section of an article in a professional journal:

> The null hypothesis was that the individual guidance sessions in which the results of past standardized achievement testing were discussed with the experimental group and the group session in which insights on test taking were provided to them had no effect on the level of achievement attained on the ITED. Simply, the hypothesis stated that there was no difference in the test results attained by the experimental and the control groups. [1]

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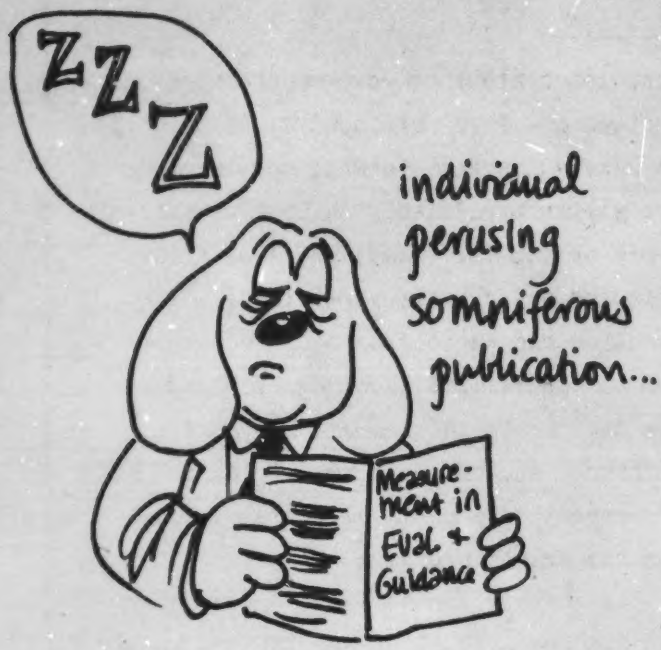
[1] Clayton P. Omvig, "Effects of Guidance on the Results of Standardized Achievement Testing," *Measurement and Evaluation in Guidance* (April 1971), p.



This was obviously written for those at the *expert level*. Here is the introduction to the same analysis section as it might be written for a brief, non-technical evaluation included in a *board report* or report to teachers:

> Results from this year's district achievement testing were used to investigate our hypothesis that students who had participated in the new guidance program (the experimental group) would do better than students who had not been in the new program (the control group). Specifically, the district guidance staff wanted to know: Did the individual counseling sessions and the group discussions of test-taking help students get better scores?

Converting to Board Report Level

The first thing that was done to convert this passage from the expert level to a board report level was eliminating references to the "null hypothesis." This is part of the customary way of stating and testing hypotheses in statistical analysis, but it seems exactly backward to the non-expert. In addition, terms like "experimental group" and "control group" are interpreted for the reader

in the rewritten version.

The language has been changed; it is *simpler, more direct* and *vivid.* Phrases like "level of achievement attained" have been changed to "get better scores." Finally, the point of view switches from an impersonal passive to an emphasis on the people behind this analysis, e.g., *"our* hypothesis," and *"the district guidance staff* wanted to know." These changes in language are more subtle than the mere elimination of technical concepts; they involve *style,* which will be discussed in a later section.

The level of sophistication of the passage could be reduced even further to make it appropriate for a report at the *lay level,* such as a report to parents or an article in the local newspaper. The phrase "to investigate our hypothesis that" could be simplified, e.g., "to find out if," and the phrase "the experimental group" and "the control group" could be deleted.

Summary

At this point we can summarize three aspects of evaluation reporting in which communication strategies vary:

A. Content
  1. Appropriate for Formative
  2. Appropriate for Summative
B. Format
  1. Written Reports
  2. Oral Presentations
  3. Audiovisual Presentations
  4. Articles
C. Levels of Sophistication
  1. Expert Level (administrators and professional journals)
  2. Board Report (and report to teachers)
  3. Lay Level

*ACTIVITY 1 - VARYING COMMUNICATION STRATEGIES**

The purpose of this activity is to help you define ways in which the content, format, and level of sophistication of your evaluation reporting may vary. Do the following in a group:

A. First make a list of significant aspects of your career guidance program which could be the subject of decision-making. Compare your lists and decide upon five which you consider the most important.

B. For each of these five, briefly outline the content that you would include in an evaluation report on that aspect of the program. Would you call it formative or summative reporting?

C. For each of the five, discuss possible reporting formats. Keep a list of all the ones you consider. Which format (s) have you most often seen used? Jot down advantages which could explain their prevalence.

D. Now consider the less-often used formats. Jot down any advantages that could make them worth using, disadvantages that made them less-often used.

E. Choose one aspect of your career guidance program which could be the subject of decision making, and discuss how your evaluation report would vary depending on whether your intended audience was composed of people on the expert, board report, or lay level.

Keep your lists and notes for use in later activities.

*If you are not working in a particular setting and would like a hypothetical setting with which to think through these questions, turn to the "Optional Group Simulation Description" located in the Appendix.

CHOOSING APPROPRIATE COMMUNICATION STRATEGIES

A. Decisions and the data needed for them
  1. Decisions and content
  2. Decisions and format
B. Audience characteristics
  1. Audience and content
  2. Audience and format
  3. Audience and level of sophistication
C. Resources available
  1. Resources and content
  2. Resources and format

Decisions and the Data Needed for Them

Decisions and the data needed for them have already been discussed in the previous module, so you should be familiar with what kinds of evaluation data can provide a basis for what kinds of decisions. How do such considerations influence the choice of communication strategies? We can consider content, format, and level of sophistication in turn.

Decisions and Content

Content. The influence of data needs related to decision making is most obvious and direct upon content. For example, if the decisions to be made concern *changes that may be needed in the implementation of the program*, the report should contain information about the objectives and the standards set for implementation and about the extent to which actual procedures have been followed and have fulfilled these plans. If appropriate, the report should also contain recommendations for the changes in procedures that are indicated by the data or for changes in the implementation objectives.

For example, a junior high school guidance program

might include the following student performance objective: "During the first semester, every student will identify her/his specific career and academic program interests and will meet with a guidance counselor to discuss, evaluate, and plan for meeting those interests." The evaluation report should contain a description of (1) how this performance objective was measured (e.g., written records kept by the guidance staff describing the evaluations of and plans for meeting the specific career and academic program interests identified by each student), (2) the results (e.g., only 60% of the students had identified specific career and academic program interests before meeting with a guidance counselor), and (3) analysis and conclusions (e.g., conferences were more time-consuming than anticipated and the objective should be revised to specify that conferences will be completed during the first year rather than first semester; students need more help in identifying their specific career and academic program interests). This is the type of report we have defined as *formative evaluation* focusing on *process or program implementation*.

Formative Decisions

Likewise, if the decisions to be made concern action required to *improve progress of program participants toward the objectives*, the report should contain information about how this progress is measured and what the measurements show. For example, a high school guidance program might have the following student performance objective: "The student will be able to identify a specific type of information s/he would like to have about her/himself (e.g., career interests, values, aptitudes) and name an appropriate guidance test or other source of information." Program activities include special discussion sessions in which students and guidance personnel talk about kinds of information that could be helpful in personal planning, and guidance personnel mention the names of available tests. An evaluation prepared at the end of the first semester should describe (1) the means used to measure student progress in this area (e.g., a questionnaire), (2) results (e.g., 90% of the students were able to identify specific information they would like to have about themselves, but only 50% of them could name an appropriate source of information), and (3) analysis and conclusions (e.g., the results indicated that students need more help in finding out about sources of information, particularly tests; guidance personnel should follow up the discussion sessions with a brief handout listing and describing the tests available). This is also a *formative evaluation* report, focusing on *progress toward desired outcomes*.

Summative Decisions

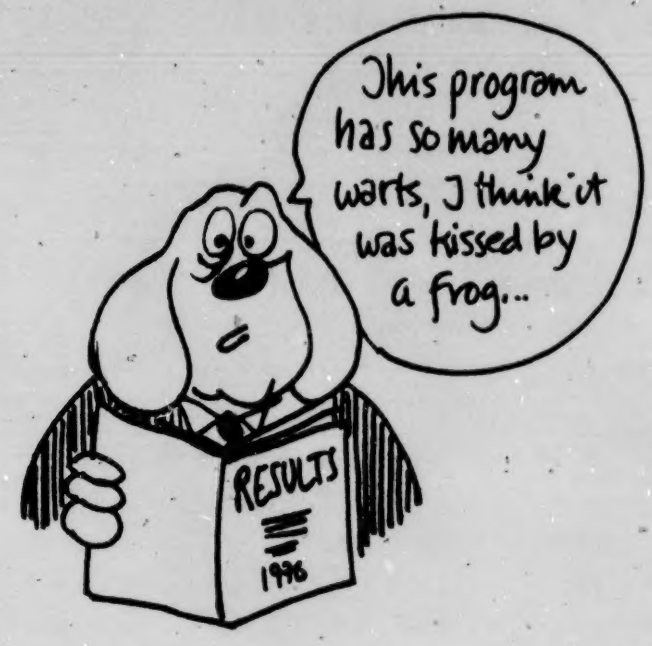
The types of decisions discussed above relate to improvements in the program while it is still in the developmental stage. Although it may be true that a good program is never "finished" in the sense that is goes on being expanded and adapted in response to changing conditions, there does come a time when a program is "complete" in the sense that development is no longer the

primary activity. At this stage, when the complete program has a chance to demonstrate its effectiveness, different kinds of decisions will be in the making. There will be decisions about continuing or ending the program, based on considerations of effectiveness and costs. There may be decisions about disseminating the program, trying to spread it to other locations. Finally, there will also be decisions about the changes and adaptations that can be made to improve the impact of the total program. In all these instances, the *summative evaluation* report is appropriate. Its content is much more comprehensive than that of the formative evaluation report, and should include all of the following points:

1. A description of the *design* (e.g., experimental, case study, etc.) used to evaluate the program's effectiveness and a description of the *results*.
2. All major *program objectives*, reporting what the program tried to do and how successful it was.
3. A discussion of any *unanticipated side effects* (both positive and negative) of the program.
4. An analysis of *program costs*, if possible giving some comparisons between the cost of this program and the cost of alternative programs.
5. A description of the program *participants*, *staff*, and *activities*. This information may aid in decisions about disseminating the program, when program developers or potential users need to ask, "Is it feasible for other locations?"
6. Any recommended *changes that could improve the overall effectiveness* of the program.

Reporting Disappointing or Negative Results

Perhaps a final point can be made here about decisions and how they influence the content of evaluation reporting. Because a program has so much of the time, energy, and professional commitment of many people invested in it and because decisions can be positive or negative, there is often a great temptation in reporting results to omit or play down disappointing findings. You should present a summary of the results of *all* evaluative procedures, whether or not these results show support for your program. When you write analysis and interpretation of the data, it is a good idea to remember the famous Scotch novelist Andrew Lang's remark: "Some people use statistics as a drunken man uses lampposts--for support, not for illumination." Of course you are hoping for positive results, but particularly because of this you should approach each set of results with the question: "What do these data tell me?" rather than "What positive results can I find here?" And when you describe the results, paint the program as it is, warts and all.



Format. The decisions to be made and the data needed for them also influence the *format* of evaluation reporting. If the decisions require a comprehensive background of information about the program's characteristics and results, the kind that would be presented in a *summative* report, or in a *formative* report to be used as the basis for further development, the *written report* format is probably most appropriate. It is best suited to the presentation of a large body of facts, with provision for the decision maker to refer back to the information whenever s/he needs to. .

Decisions and Format

As a general principle, the more directly and critically a decision will affect the program being evaluated, the more likely it is that the written report format, which puts information "on the record," will be the most appropriate. An exception might be the case of staff decision-making meetings, where formative results might be reported as inputs to the decision-making process in the form of an *oral presentation.*

The two remaining formats that we have discussed, the *audiovisual presentation* and the *article* in a newspaper, magazine, or journal, are both more likely to be used for *summative* reporting. Both of these formats are appropriate when the decisions to be made are less likely to affect the program in an immediate way. They are often used for informing the public or educators in other locations about the methods and results of programs.

Level of sophistication. The level of sophistication appropriate for a report will also be influenced by the kinds of decisions to be made and the data they require. For some administrative and instructional decisions, detailed, comprehensive data may be needed, and presentation of results is likely to be at a level which assumes a certain degree of expertise. Those who must make administrative decisions about program continuation, funding, or

Decisions and Levels of Sophistication

expansion may have to be concerned with whether the program is cost-effective and has shown statistically significant results. Decisions about revising and improving the program may depend on this kind of information too. Where such decisions as these are involved, reporting on an *expert level* is appropriate. But principals, teachers, parents, and students make different kinds of decisions--about allocating classroom space or scheduling time for a program, about how to counsel, about how to plan their studies or reach goals, and about their own opinions of the program's values to themselves, their students, or their children. For these kinds of decisions, evaluation reporting need not be as highly sophisticated and will probably be appropriate at either the *board report* or *lay* level.

Audience Characteristics

Audience characteristics are a second important consideration in choosing appropriate communication strategies. As in the previous section, let's look at each one in turn--how will the content, format, and level of sophistication of your reporting be affected by audience characteristics?

Audience and Content

We already have discussed how types of decisions to be made and the data needed for them can influence *content*. But audiences can also be categorized as *different types of decision makers*, so these two considerations are closely related. *Parents* will need to know whether or not the program was *effective*, what its *benefits were for their children*, and whether its *cost represented an efficient use* of their tax money. They will be primarily interested in summative evaluation, although it is possible that a program might solicit the reactions of parents to preliminary results for use in further development of the program. *Students* need to know about their *own achievement of the program's objectives* and how these relate to their *own goals*. Such reporting may take place during the course of the program as well as at its conclusion, so it may have aspects of either formative or summative reporting. *Teachers and counselors* will be concerned with *student progress* in the program, *student needs*, and how they are being met. They want to know about the *effectiveness of the program strategies* in order to make any changes that may be needed. They want to know about *overall program impact*. For them, both formative and summative evaluation reporting is appropriate. *Administrative audiences*, e.g., project auditors, superintendents, coordinators, and curriculum directors, will generally need the kind of information that a summative evaluation report contains.

Audience and Format

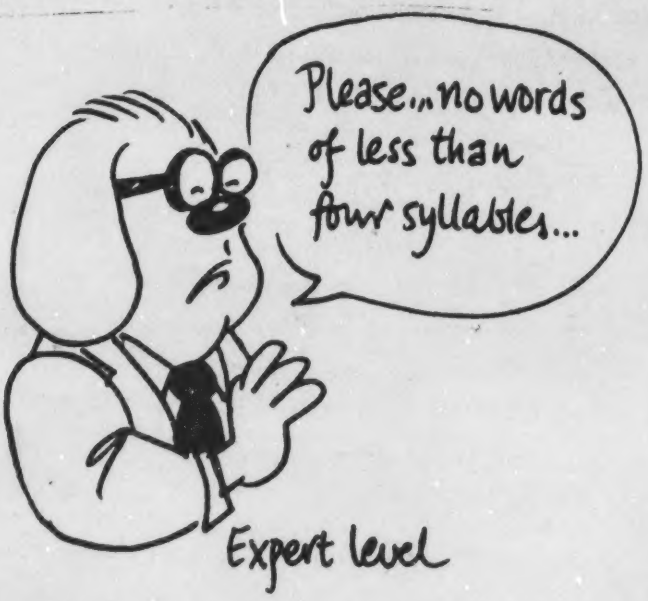
Format should also be appropriate to the characteristics of the audience for whom the report is being prepared, including the situation in which it will be presented to them. If the members of your audience are accustomed to reading a lot of material and have time to read, a *written report* makes sense for telling them about evaluation results. On the other hand, if your audience consists of the general public or people who do not have time to read

lengthy reports, the brief *newsletter* or *newspaper article* may be a better alternative. If the members of your audience are likely to react to the report as a group (e.g., in a parent-teacher meeting), an *oral* or *audiovisual* presentation could be the most appropriate.

For certain audiences, you may decide on a *combination* of formats. For example, suppose that you have to present your results to a group composed of the superintendent, district curriculum director, district guidance supervisor, and various other high-level administrators who are meeting to decide about the allocation of funds to your program. You would want your information to be "on the record," so you would probably back up your oral presentation during the meeting with a comprehensive written report. Keep in mind that your general knowledge and intuition about the audience will often be your best guide in deciding the most appropriate format or combination of formats for your presentation.

Audience Level of Sophistication

Level of sophistication is perhaps the area where audience characteristics play the largest determining role. The presentation of evaluation results should be at a level that the intended audience can understand. The audience likely to understand reporting at the *expert level* may



consist of educational research workers, project auditors, and senior administrators. Reporting at the expert level would appropriately include descriptions of evaluation design and sampling methods, descriptive statistics, inferential statistics, measures of relationship, detailed cost information, measures of efficiency, and analysis of trends.

Board Report Audience

The *board report* for an audience composed primarily of principals, counselors, and teachers would focus on information aimed at answering questions like What do the evaluation results tell me that might affect my counseling approach? The report should be human-oriented;the audience can always go the expert report if they want more technical information.

The *lay audience* consists of parents, students, and the general public (and in some cases may also include teachers, counselors, or principals). When you are reporting evaluation results for this type of audience alone, the less technical and complex your report, the better. This audience's interest in results is not academic, and their time is limited, so keep your reporting simple, brief, and focused on the points that affect them. Reporting at the lay level would appropriately include some explanation of units of measurement used, standards or norms if applicable, basic descriptive statistics such as means and ranges, simple information about costs, and conclusions about benefits.

Resources Available

Resources and Content

The resources available to you for the purpose of reporting evaluation results comprise a third important consideration. *Time, money,* and *expertise* are all resources which will influence the kind of evaluation reporting you do--its content, format, and level of sophistication.

Time

If *time* is limited, you may have to make the content of your report briefer and less detailed. More time is needed to prepare certain formats--audiovisual presentations, for example. Limited time will also mean that you should use a level of sophistication which will be understood by *all* members of the audience to whom you are reporting, which probably means reporting at the level of the least sophisticated audience. If *money* is limited, the effects will be much the same as with limited time. You may have to choose the simplest, cheapest format you can or limit the distribution of the report to fewer people. When time and money are limited, how do you decide where to cut back? Every situation is different, but our recommendation is this: *Cut content last.* Choose an inexpensive format that will be a fast, easy production job, e.g., a mimeograph. Keep your presentation on a single level of sophistication, as simple as possible. Limited time and money should not prevent you from reporting *all results* that your audiences need to know about; a report can be misleading if it leaves out information.

Money

Expertise

The third kind of resource, *expertise,* is something you have already begun building up by working through these modules. Nonetheless, you may feel that your expertise is limited in ways that will affect the content or level of sophistication of your reporting.

Resources Related to Content and Level of Sophistication

If the problem is content or level of sophistication, you will probably have discovered it in the earlier stages of planning and carrying out an evaluation design. One way of extending your resources in this area is to seek expert help. Your district may have an evaluation specialist, or a nearby university or an independent research organization may provide consulting assistance. You may even find unexpected sources of assistance. For example, in one small New England town the elementary reading program was evaluated with help from a math teacher at the high school, whose

special interest happened to be statistics. If you are interested in written guides to preparing evaluation reports, see the References section in the Appendix.

Resources and Format

If the problem is format, don't anticipate that you must become an expert in that field too. Consider hiring a good photographer, audiovisual consultant, or artist if you want to produce an audiovisual presentation; a written report with illustrations, graphs, charts, or photographs; or an oral report with visual aids. What you can do in this area will of course be affected by your other resources--time and money--and you will have to make your choices on the basis of how all these factors are related.

Summary

We have identified three important considerations in choosing communication strategies:

A.	*Decisions and the Data Needed for Them*
B.	*Audience Characteristics*
C.	*Resources Available*

If *time* is limited, you may have to make the content of your report briefer and less detailed. More time is needed to prepare certain formats--audiovisual presentations, for example. Limited time will also mean that you should use a level of sophistication which will be understood by *all* members of the audience to whom you are reporting, which probably means reporting at the level of the least sophisticated audience. If *money* is limited, the effects will be much the same as with limited time. You may have to choose the simplest, cheapest format you can or limit the distribution of the report to fewer people. When time and money are limited, how do you decide where to cut back? Every situation is different, but our recommendation is this: *Cut content last.* Choose an inexpensive format that will be a fast, easy production job, e.g., a mimeograph. Keep your presentation on a single level of sophistication, as simple as possible. Limited time and money should not prevent you from reporting *all results* that your audiences need to know about; a report can be misleading if it leaves out information.

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Summary

We have identified three important considerations in choosing communication strategies:

A.	*Decisions and the Data Needed for Them*
B.	*Audience Characteristics*
C.	*Resources Available*

We have examined how each of these considerations is related to the three communication strategies.

A. Content
B. Format
C. Level of sophistication

ACTIVITY 2 - CHOOSING APPROPRIATE COMMUNICATION STRATEGIES

The purpose of this activity is to develop your skill in recognizing and choosing communication strategies that are appropriate to decision-making purposes, audience characteristics, and the resources available. Divide into groups of three to five people each to go through this activity.

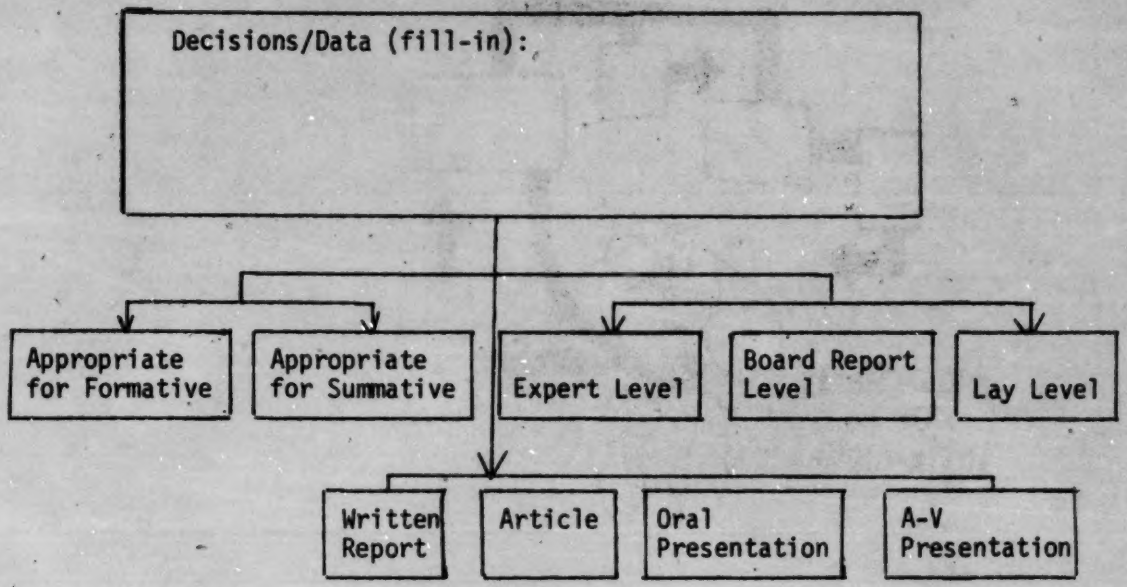
Exactly what *process* do you follow in choosing content, format, and level of sophistication appropriate for (1) decisions and the data they require, (2) audience characteristics, and (3) resources available? Your readings of the text for this section should have given some ideas about the process to follow. The following process example is intended to let you see how it all comes together in solving a practical decision-making problem, which you will each apply to your own particular setting.

We may summarize the considerations in choosing communication strategies and the different types of strategies presented in the text in two columns like this:

We have identified three important considerations in choosing communication strategies:	We have examined how each of these considerations is related to the three communication strategies presented in the first section:
A. Decisions and the Data Needed for Them	A. Content
B. Audience Characteristics	B. Format
C. Resources Available	C. Level of Sophistication

By now you should be aware of the many relationships among these factors, and you may be wondering if they can be more adequately represented. One helpful device is the *flow chart*. Although flow charts can be intimidating, they are useful for conceptualizing complex processes. We have adapted a flow chart system here to help you in planning your evaluation reporting strategy.

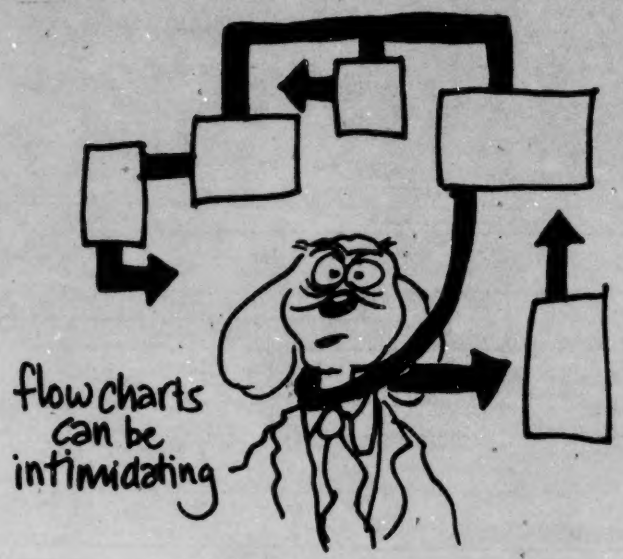
REPORTING CONSIDERATION 1



Decisions/data.

This section of the diagram represents the first step in your planning process. Here you are considering only the influence of *decisions and the data needed for them* upon our choice of content, format, and level of sophistication. Fill in the *Decisions/Data* box as follows: "Decision: Whether or not to include a series of experimental career education modules tested this year in district-wide career education curriculum next year." Determine what data will be needed, e.g., information on how teachers assessed usability of modules, information on student performance (achievement of program objectives as measured by tests), information about cost of modules compared to regular textbook program.

Now you can apply the logic of the flow-chart sequence to your planning, as follows:

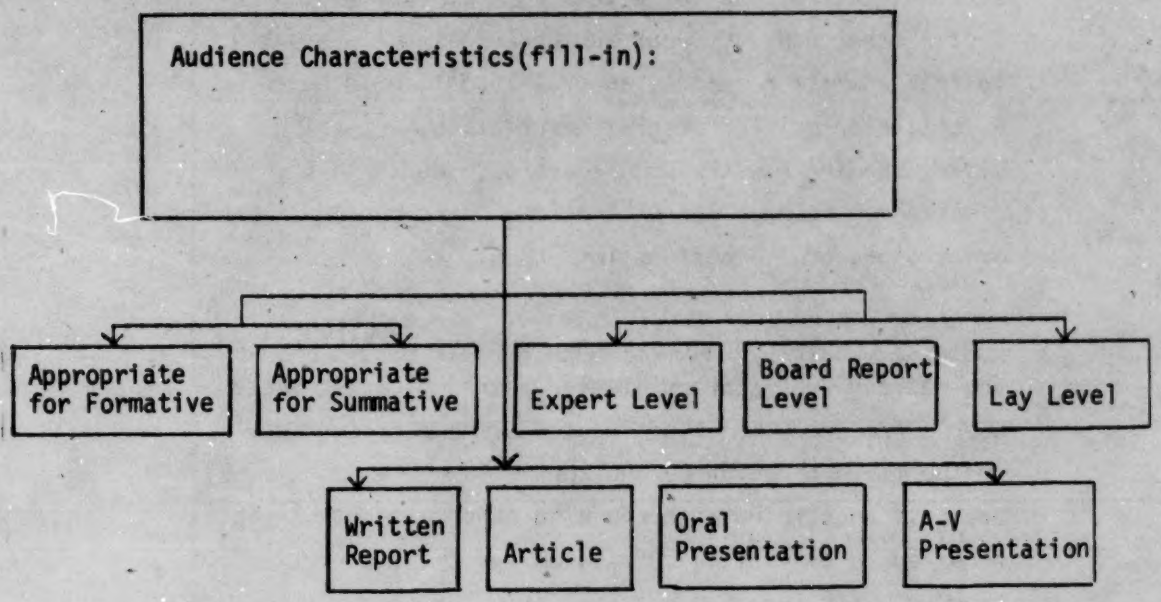


Content: Do you think this should be classified as a formative or summative evaluation report? Circle the box you choose.

Format: What type of format do you think is most appropriate to your particular setting? Circle the box or boxes you decide upon.

Level of Sophistication: Keeping in mind that the decision to be made involves curriculum planning and the data required will include measurement of student achievement, at what level of sophistication do you think the report should be presented? Circle the box you choose.

REPORTING CONSIDERATION 2



Fill in the *Audience Characteristics* box as follows: Committee made up of district superintendent, six elementary school principals, and four curriculum personnel from district guidance staff. This tells you *who* your audience is. The next step is to identify the characteristics of those particular people that will influence your reporting strategies. In other words, *what* are they like as decision makers, *where* are they found, *how much* time do they have for your message?

Now assess the implications of these audience characteristics for your particular setting.

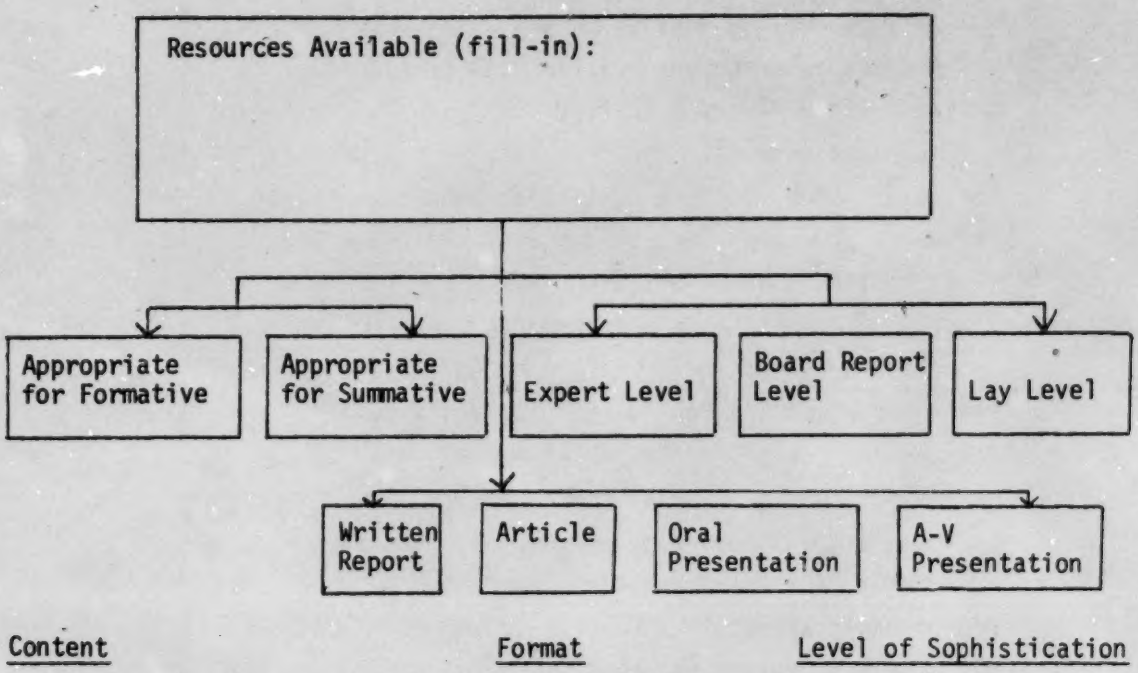
Content: Is the report content type you chose appropriate for this particular audience?

Format: Is the format type you decided upon the most appropriate for this audience? For example, a written report would allow the committee to become familiar with the information before their meetings and proceed

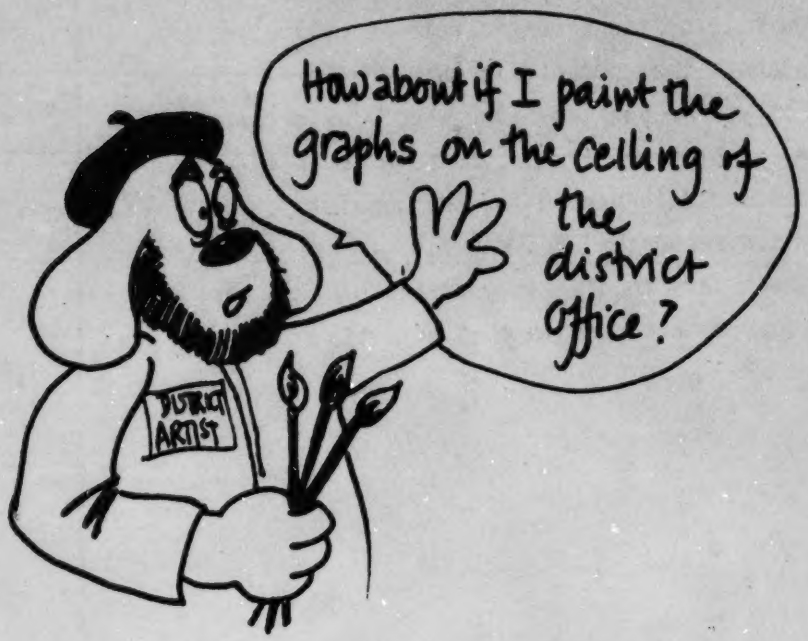
straight to their deliberations without wasting time. On the other hand, if your audience does not have time to read a written report, an oral report could be an effective format for program description, supported by slides showing how the module approach works in the classroom. Perhaps you will decide to keep both the written and oral report options open.

Level of Sophistication: Is the level of sophistication you decided upon appropriate for your audience? These people are educational administrators and professionals in the field of guidance and curriculum; presumably they are well acquainted with the kind of data and analysis required in evaluating curriculum for the district program. Yet they are not evaluation or research specialists.

REPORTING CONSIDERATION 3



Fill in the *Resources Available* box as appropriate to your particular setting. Consider resources of *time*, *money*, and *expertise*. For example, if the first meeting is in three weeks, do you have time to distribute your report in advance of the meeting? Is there money budgeted to cover production costs for evaluation reports for in-district circulation each year? Will you require any special production or other type of expertise in preparing the report?



Decide if any of these resources will impose limitations on the reporting choices you have sketched out so far. For example, if *content* will not change despite certain time limitations, you would circle the same box here as before. Ask yourself if there are any resource limitations on the *formats* you've been considering. Finally, will the *level of sophistication* of the report be limited by the resources available?

Now look at the choices you have made regarding each of the three considerations. Putting all your

information together, describe the content, format, and level of sophistication of the evaluation report which would be appropriate to your setting.

Do you always have to go through this process in planning evaluation reports? Diagrams are simply a way of helping you visualize and record the planning process, and you may not always need them. Nonetheless, mentally you should always outline the factors that apply under (1) decisions/data, (2) audience characteristics, and (3) resources available. You should analyze for yourself how each of these considerations will affect your choices about the content, format, and level of sophistication of your reporting. And when your decision-making problem is not simple, when you have several types of decisions and data needed for them, multiple audiences, and limited resources, you may find it helpful and almost necessary to diagram your planning process on paper, as you have done in this activity.

USING METHODS THAT CONTRIBUTE TO EFFECTIVE COMMUNICATION

A. Simple, logical organization
B. Concise language
C. Clear, accurate presentation of data
D. Interesting, attractive presentation

This section discusses some general principles. No matter what reporting content, format, or level of sophistication you are using, no matter what types of decisions, audiences, or resources you are dealing with, these basic points about effective communication will apply. You should use

- simple, logical organization
- concise language
- clear, accurate presentation of data
- interesting, attractive presentation

Organization

Simple, logical organization derives from the purpose of your reporting. Will the results be used to aid decision making about how to improve the program? Will they determine whether or not the program has been effective? Organize your report around *the central question your evaluation was designed to answer;* all the information you include should be relevant to this. Once this focus has been determined, there are certain basic patterns of organization that you can use, whether your report is formative or summative. You should include these four things: (1) *program objectives* -- to do what for whom? (2) *program description* (including costs) -- what methods were used in trying to achieve the objectives and how much did they cost? (3) *evaluation description* -- what methods were used to measure success? and (4) *results* -- what effects were discovered by the evaluation? Of course you can include more detail, additional sections and topics. Or you may omit something that is unnecessary for your audience -- for example, program

Focus of Report

description if the audience consists of the people who developed the program. It's always safer to include than omit if you are in doubt. Either way, the basic organizational structure should remain clear in your mind, *and in that of your audience.*

Outline and Topic Headings

When you have a mass of results to present, it is sometimes hard to organize it so that it seems simple and logical to both you and your audience. It should help to keep in mind the four basic topics listed above. Once you have a general idea of what should be covered under each of these *write an outline.* Later, as you prepare the report, check to see that each paragraph or section is really pertinent to the outline heading under which it falls. Another effective technique for keeping your organizational structure clear in the minds of your audience is to use *topic headings* to set off each section -- perhaps the same headings you had in your working outline while preparing the report. In an oral or audiovisual presentation these headings might appear on visual aids -- slides, charts, handouts, etc.

Finally, to see if your organization really is clear to an audience, try it out on one. Ask a colleague to look over your outline; later, get someone to read through your written report or sit through your oral or audiovisual presentation. To organize data in a simple, logical way is in itself an achievement. Your reader or listener can tell you immediately if you have done it.

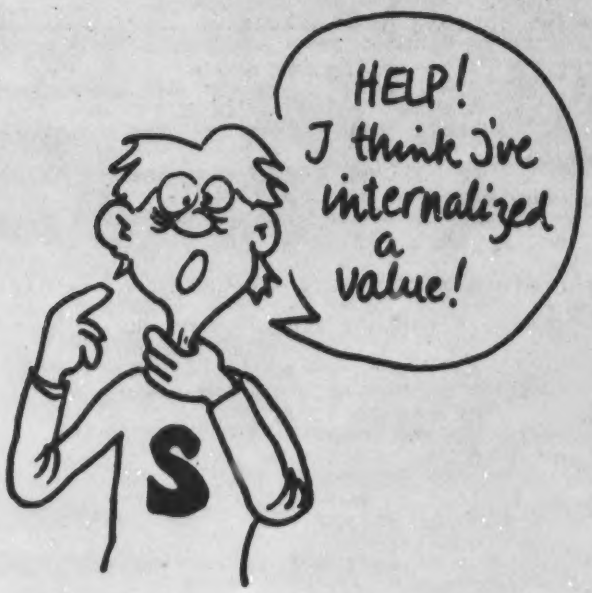
Concise Language

Concise language is important in any reporting format, written, oral, or audiovisual. Our discussion will not differentiate among the language used for various formats.

Factual and Precise

The kind of writing appropriate for reporting evaluation results is generally known as "formal technical writing." It should be factual and precise. In the case of articles, the style may be somewhat more informal, but the writing should still be factual and precise. Too often, unfortunately, "formal technical writing" is taken by the

writer to mean stuffy and hard to understand. Educational evaluation reports in particular suffer from the excessive use of jargon and from words and sentences longer than they need to be. Goals are operationalized, procedures are optimized, values are internalized, affective indicators are utilized, results are conceptualized and, likely as not, cycled into a feedback loop!



It is a mistake to believe that writing full of long words and specialized terms that few people can understand is scholarly and impressive; it is merely pretentious. We learn by example, and those who read evaluation reports see much of this pretentious language. Later, when writing their own reports, they feel that they must use a style equally scholarly in order to be on a plane with others. In fact, it becomes almost a competition to see whose sentences can be the most impressive, bristling with polysyllabic words and technical terms.

Eliminate Jargon

This is not to say that education, evaluation, and statistics do not have their own legitimate technical terms. There is no escaping the fact that standard deviation by any

other name would not be the same thing. When you are writing for an audience that understands these terms, by all means use them. When your audience does not understand them, you should try to find a brief, easily understandable explanation. With either audience, there is no good reason for writing "utilize" where "use" will do, or "perform their data collecting function" instead of "collect data," or "undertake an analysis" instead of "analyze".

Active Voice

Another undesirable factor often found in evaluation reports is the use of the passive voice: "It was thought that" instead of "We think." The passive voice forces the use of many awkward constructions and inevitably makes sentences longer. Some writers feel that the passive voice is less personal, therefore more objective and scientific. In reality, however, "It was thought that" is no more objective than "We think." Both phrases would be translated to mean the same thing. You can be objective without using the passive voice, and when you use the active voice you will find, as a bonus, that it is easier to be brief and clear.

Presenting Data

Clear, accurate presentation of data seems a self-evident requirement, but like concise language, it takes skill and conscious effort. In reporting evaluation results, you will almost never present raw data; it would be too time-consuming to read and would take too much space. Instead, you will use *summary data* of various sorts. For example, instead of reproducing all replies to a student questionnaire, you will present a table which shows the number of students who gave each of the possible answers to each question, or perhaps you will give the percentage of students instead of numbers. Whenever you transfer data from one form to another, you must take special care to be accurate. If possible, have someone else check your work, or if someone else has prepared the data, be sure that a second person has checked it. Wrong data can lead you to mistaken conclusions.

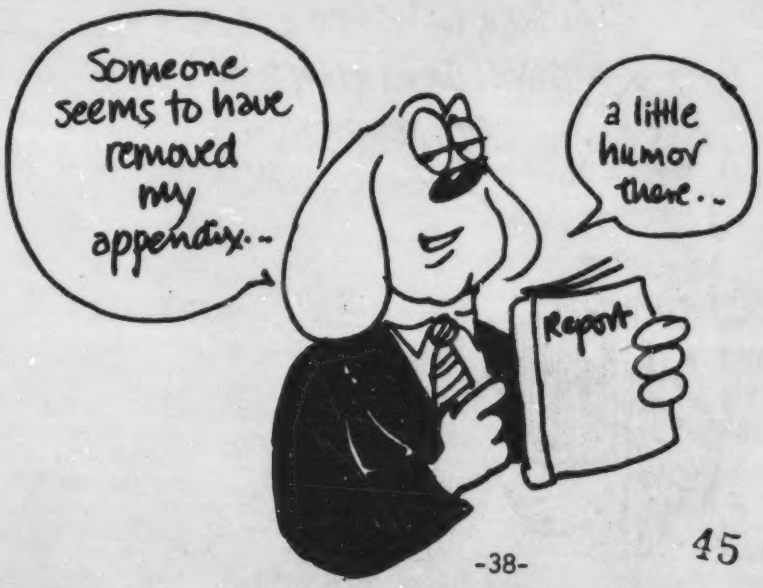
Summary Data

Graphs and Charts

When reading evaluation reports, you have probably noticed that *graphs*, *tables*, and *charts* can be very helpful in interpreting information given in the text, and vice versa. They support each other, and that is a good principle to remember. If you have just written a paragraph summarizing data, ask yourself whether you can also put that information into a graphic illustration. For example, student replies to a questionnaire item about post-high school plans would be depicted in a bar graph, with different bars representing the percentage who specified college, vocational training, work, marriage, etc. Likewise, if you have just finished summarizing your data in a table, chart, or graph, ask yourself whether you should explain that information in writing. This does not mean that you should simply restate in words what the illustration depicts, but it may be helpful to point out in writing what is significant in the data summarized there. Just as a picture will help people understand your words, words will help them understand your pictures.

Appendices

When you are presenting data in a report, try to place it where it will be most useful to your audience. It is better to put the summary table showing student replies to the questionnaire in the body of the text than in the appendix, where the reader will have to flip through pages every time s/he wants to refer to it. Use an appendix only if the material being presented is too long to present in a one-page table in the text.



Generally, all surveys, questionnaires, or other "instruments," as the behavioral scientist calls them, should be reproduced in appendices to the report, so that readers who are interested in the methodology used in your evaluation can refer to them. Tests, either locally developed or nationally available, which are too long for inclusion in an appendix should be briefly described and their sources indicated.

Headings

Another useful technique is the telegraphic or abbreviated form for questions, headings, or categories. For example, if you want to present student replies to a questionnaire in a table, try indicating the topic of each question in two or three words. "What do you plan to do after graduating from high school?" becomes "post-high school plans," and the reader knows what the question was about. You can reproduce the full questionnaire in an appendix, where the reader can refer to it if s/he wants to.

Attractive Presentation

Interesting, attractive presentation is important no matter who your audience is. There will probably be some people who will attend to your report because it is their job to do so. But for most people, the attention they give to your report will be influenced by the presentation.

Clues to Attractiveness

If you are producing a written report, don't forget the small things which can have a big influence on quality. First of all, *proofread*. A report full of typos will always look like a sloppy job, no matter how high the quality of the content. A misspelled name creates poor public relations.

Choose a page size that is aesthetically pleasing and *convenient to handle*. Oversize or odd-size documents may have novelty value and gather attention, but they will be harder to use in the long run. Consider the purpose for which the audience will use the report. Your colleagues probably want something that will fit in their files eventually; for parents, on the other hand, a small brochure may be appropriate.

If your document is being printed, specify a *legible type face*, not too small, and avoid novelty types like cursive. Depending on what your resources will allow, use a *good paper stock*, one that will not let the printing show through on the other side.

For either written reports or oral presentations, *charts*, *tables*, and *graphs* should be as professional as possible. Like poor typing, illustrations that are badly done give the impression of a sloppy job. If you are not good at illustrations, you may have a colleague, a secretary, or a student who is. Or, if your resources allow and your audience warrants, use a professional artist. If the report is not going to circulate beyond the program staff, this expenditure might not be warranted; for a report to be sent outside the district, it might be.

Visual Aids

If you are giving an oral presentation, use *visual aids*. We mentioned in an earlier section that one limitation of the oral presentation is the difficulty of summarizing data. One way of solving this problem is to supplement the oral report with *written handouts* which present such information in graphs, tables, or other summary form. Visual aids may also be slides, overhead transparencies which you project, flip charts, or even your own drawings on the chalkboard.

Summary

The four types of effective communication methods that we have discussed in this section can now be summarized:

A. Simple, logical organization
B. Concise language
C. Clear, accurate presentation of data
D. Interesting, attractive presentation

Once you have followed through the steps described in the first two sections of this module, these four aspects of good communication can be applied to your reporting task, no matter what its specific characteristics.

ACTIVITY 3 - USING METHODS THAT CONTRIBUTE TO EFFECTIVE COMMUNICATION

Part A - Using Concise Language

The purpose of this activity is to give you some practice in recognizing the kind of bad writing that often masquerades under the guise of "scientific reporting" or "research style."

The following passage is from an actual research report. After reading it, discuss the following questions in your group:

A. Which phrases in the passage could you replace with a single word?

B. Which long words could you replace with shorter ones?

C. Where could you replace passive constructions with active ones?

> While not every school in the study can be said to be committed fully to educational innovation, all are committed to obtaining a better understanding of how our educational process can be improved. The high level of voluntary cooperation on the part of district and school officials and teachers is ample testimony to this fact.
>
> By selecting for study those elementary and secondary school systems that are implementing large-scale, innovative programs, it is hoped that educational efforts which are successful in terms of significantly improving student performance will be discovered and documented. Once a sufficient number and variety of such programs can be studied in depth, it will be possible to formulate hypotheses concerning the efficacy of specific program components and to design new educational programs that will have a probability of success significantly greater than that achieved by our current educational system.

By now you have probably seen that this passage can be deflated like a balloon, leaving behind a fairly simple idea or "kernel" which is what should have been communicated in the first place. Just to see how easy it is to inflate ideas, and to give yourself some practice in pin-pricking overblown writing, do the following:

Each person in the group should write down a brief statement describing one aspect of your guidance program that you would include in an eval-

uation report. (Try not to use any of your statements from Activity 1.) Pass your statement on to the person on your right.

When you receive a statement from your neighbor, use it as your kernel idea and rewrite it as it would have been written by the author of our sample above. Blow it up as much as you can!

When you have finished, pass your rewritten version to the right again. Take the inflated passage which you receive and and translate it into concise, readable writing. Then check with the original writer to see how close you came to his initial statement.

Part B - Presenting Data

The purpose of this activity is to let you explore some of the ways to present data in a form that is clear, accurate, and convenient for the reader.

Using the old magazines which will be provided by the Coordinator, find one or two techniques for presenting data (e.g., tables, graphs, charts, diagrams, etc.) that you feel would be appropriate to one of the aspects of your program which you have chosen for evaluation. (Use your list from Activity 1.) Tear out a sample of the technique you choose.

Explain to your group how you would use your chosen technique for presenting your particular type of data and why the technique is appropriate.

Part C - Interesting, Attractive Presentation

The purpose of this activity is to generate some ideas that you can use to make your presentation of evaluation results interesting and attractive.

Reassemble your group from Activity 1, bringing with you your lists and notes about reporting formats for the five program aspects you want to evaluate. For each of the five, select one of the possible formats (preferably, you should select different formats for at least three of them), and discuss some possible methods you could use to make your report interesting and attractive. This should be a brainstorming session -- come up with as many ideas as you can. Keep a list of them.

Then go back over your ideas and, for each one, point out the reasons why it is likely to be appropriate or inappropriate for your data needs, audience, and available resources.

SUMMARY

The outline below summarizes what has been covered in this module:

- Varying Communication Strategies
  - A. Content
  - B. Format
  - C. Level of sophistication
- Choosing Appropriate Communication Strategies
  - A. Decisions and the data needed for them
  - B. Audience characteristics
  - C. Resources available
- Using Methods That Contribute to Effective Communication
  - A. Simple, logical organization
  - B. Concise language
  - C. Clear, accurate presentation of data
  - D. Interesting, attractive presentation

Discussions and practice activities relating to many of these topics were conducted.

The sections remaining in Module 12 are assessing the knowledge and skills you have acquired, applying those skills to communicating evaluation results in your own setting, and looking over additional references for further study of this topic.

POSTASSESSMENT

1. Write a brief summary (one or two paragraphs) of the ways content, format, and level of sophistication can vary in an evaluation report.

2. Attachment 12-1 contains a description of reporting considerations and a collection of various data on a guidance program for which you are preparing an evaluation report. Given the information in Attachment 12-1, write a brief statement indicating (1) your choice of reporting format, (2) the report's content, and (3) the level of sophistication. Explain your choices in terms of decisions and the data needed for them, audience characteristics, and resources available.

3. Given your material from the previous outcome, produce an outline of your report's content. The outline should indicate that your report will include specific information in each of the following areas: (1) program objectives, (2) program description, (3) evaluation description, and (4) results.

4. Given your material from the previous outcomes, prepare the sections of your report that describe program participants, staff, and activities, using concise language. Each section should be only one or two paragraphs long. The Coordinator will describe for you the specific scoring system that will be used in rating the conciseness of these sections.

5. Given your material from the previous outcomes, prepare the sections of your report that present and analyze evaluation data, using methods for clear, accurate presentation of data. This part of your reporting should be no longer than a page. The Coordinator will describe for you the specific criteria to be used in judging for clear, accurate presentation of data.

6. Given your material from the previous outcomes, write a brief description (one page or less) of the methods you would use to make your report interesting and attractive, explaining how they are appropriate for your data needs, audience, and available resources.

7. Refer back to the information provided for outcomes 2 - 6. The program remains the same in all respects, but now you have new reporting considerations and some new data (see Attachment 12-2). Write a report appropriate to these new considerations. Your report should not be longer than one or two pages. The Coordinator will describe for you the criteria to be used in assessing your report.

ATTACHMENT 12-1

You are planning a *brief* (two or three pages) evaluation report on a career guidance program which has been operating in small rural high schools. The program involves visits to the schools by counseling personnel to provide typical career guidance activities. Prior to this, the schools had no guidance program or counseling personnel.

Decisions: Whether or not to implement a similar program in other small rural high schools

Audience characteristics: Personnel in small rural high schools or school districts; teachers, administrators, and curriculum personnel, or superintendents. They are not likely to have professional training in guidance or experience with guidance programs, and their background in evaluation may range from a lay level to an expert level.

Resources available: Your district has kept data on the students involved in the program, the program activities and costs, and the extent to which the objective was achieved. You have received a grant of $100 for the purpose of reporting to other districts on your program. (Assume that your salary is already paid, and that this amount is primarily for production and any other special needs.) You have one month to prepare your report. Assume that you have your own present level of expertise.

Program data: The data you have to work with are various documents from the files which you have maintained since the program started. Some will be relevant to your present purposes; some may not. Your job is to extract the important information and present it in a clear and meaningful form. The data are reproduced below:

Item 1: Letter from superintendent of your small rural district to professor at nearby state university, dated 1964.

"We would like to explore the possibility of getting some help from your Counseling Education Department. How best to serve the needs of secondary school students and how to assist them in entering the world of work are problems that continue to concern school personnel, parents, and students in our district.

Specifically, our objective is to provide counseling services to students in our high school which will help them in career selection and make them aware of opportunities for continuing education.

However, we do not have the personnel to carry out such an effort, nor can we justify the expenditure in such a small school for hiring a full-time counselor.

Would it be possible to arrange a meeting with members of your department on Wednesday the 18th? I shall be in town on that day and would appreciate an opportunity to discuss with you a plan we have heard about which is being carried out by the state and your university."

Item 2: From the records of planning meetings, 1964.

"A plan was devised to encourage counselor education institutions in the State of New Mexico to join leaders from the State Department of Education to undertake a career advising program for students of small rural schools. The Career Selection Agent Program was initiated with the cooperation of the College of Education and the Department of Educational Psychology at New Mexico State University."

Item 3: From the records of planning meetings, 1964.

"Small schools willing to cooperate in advancing the career selection were needed. The two schools that met the requirements of the project and that indicated an interest were Saguaro and Yucca High Schools, New Mexico. In the two schools were approximately 150 secondary students, grades seven through twelve."

Item 4: Memo to school superintendent of Alamo Heights and Desert View, from professor at State University.

"There was little difficulty in obtaining Career Selection Agents (CSA) for the proposed program because there were graduate students enrolled in the education specialist and doctoral programs in counseling and guidance at New Mexico State University who were interested in this opportunity to combine counseling theory and practice through on-the-job training experiences with high school students at various grade levels.

Three graduate students were selected to accompany the university project director to an organizational meeting. Two graduate students agreed to serve as CSA's for the schools where no program had previously existed. The third graduate assistant accepted the task of helping with program planning."

Item 5: From the records of planning meetings, 1964.

'Professional personnel responsible for directing the project could visualize little difference between the CSA program proposed for Saguaro and Yucca High Schools and that of any other career guidance program in any other school. A proposal of the 'circuit riding system' was suggested for the graduate assistants who would serve as counselors. They would visit the schools one day every other week, commuting

between their duties at New Mexico State University and the two communities in which the schools were situated. It was envisioned that CSA's would initially work only with high school students -- fourteen in Saguaro and twenty-two in Yucca -- but then expand their activities to serve the seventh and eighth grade students as the program progressed.

While no one had an answer to the financial question, the program director and the three selected assistants arrived at the estimated sum of $4,800 as the annual budget required to serve the two schools. This was based on $20 per agent, $6.50 per diem, ten cents a mile for travel, and a few extra dollars for administrative work, field trips, and supplies. The State Department of Vocational Education and the State Department of Guidance and Special Education agreed to finance the venture for the first year."

Item 6: From the professor's summary of the program's first year, 1965-66.

"Within two weeks the program was under way and the graduate assistants (CSA's) were in the schools counseling with students. As anticipated, conduct of the program was no different from any other properly planned and coordinated program of counseling and guidance services. When the schools closed in May of the first year, the high school students had received guidance assistance from professionally prepared counselors and had been on field trips to population centers and government/military establishments including El Paso, Texas; and Alamagordo, New Mexico; the White Sands Missile Range; Holloman Air Force Base; and the research center at Sun Spot Observatory.

When the school year closed on the first part of the program, financial aid to continue the program became less of a problem. The students had been challenged; more important, their parents were eager for the program to continue. Both schools involved in the CSA Program offered to pay a share of the financial needs for the next year if the Departments of Guidance and Vocational Education could assume the remainder. Again, the personnel of the Department of Educational Psychology at New Mexico State University agreed to continue their professional supervision and direction.

A year of experience had been gained; another year lay ahead for planning and expanded action. CSA's assigned to the program expanded their operations to include all students in both schools. They recommended and ordered materials and equipment for their operations. Occupational materials, film strips, films, and related materials that would foster career development concepts were placed in the libraries of both schools.

The test loan service of the State Department of Guidance provided the major source of materials for standardized testing,

at no cost to the schools involved. Through this service, the CSA's were able to obtain a variety of standardized tests to be used by students in assessing themselves. Occupational and vocational materials also were supplied by the Department."

Item 7: From a State agency description of the program's growth.

"State and local educational agencies interested in the welfare of students graduating from small rural high schools maintained interest in this undertaking. Parental concern became increasingly evident as members of graduating classes moved toward continuing education; some went to colleges and universities, others entered trade-vocational schools, and a few entered government/military services, with a small number of graduates remaining in the local area. As the program continued through its second and third years of operation, everyone concerned accepted the concept of career selection and its results. School officials wanted additional services. Schools were working to put more money into the program with an aim to becoming self-supporting. The budget for the fourth year was $4,800. The counselees change from year to year, as do the CSA's and the financial support for the program continues to increase."

Item 8: From your records on graduates of Yucca High School.

Students graduating 1962-63 (15)

1	College
~~1111~~	Vocational or Technical School
1	Military Training

Students graduating 1963-64 (16)

1	College
1	Jr. College
11	Vocational or Technical School

Students graduating 1964-65 (24)

1	College
11	Jr. College
1	Vocational or Technical School
1	Military Training

Students graduating 1965-66 (13)

1111	College
11	Jr. College
1111	Vocational or Technical School

Students graduating 1966-67 (26)

1111	College
111	Jr. College
1111	Vocational or Technical School
11	Military Training

Students graduating 1967-68 (19)

1 1111	College
11	Jr. College
111	Vocational or Technical School
1	Military Training

Item 9: From your records on graduates of Saguaro High School.

Students graduating 1962-63 (3)

1	Vocational or Technical School

Students graduating 1963-64 (2)

Students graduating 1964-65 (3)

1	College

Students graduating 1965-66 (6)

11	College
1	Jr. College
1	Vocational or Technical School
1	Military Training

Students graduating 1966-67 (9)

111	College
1	Jr. College
111	Vocational or Technical School

Students graduating 1967-68 (3)

1	College
1	Vocational or Technical School

Item 10: From a memo by the principal of Yucca High School.

"Members of the staff of participating schools may be motivated to obtain advanced graduate preparation in counseling and guidance skills and bring these to students in their own schools. An example is the individual chosen by the New Mexico Education Association as the 'Teacher of the Year for 1968.' This outstanding teacher is a member of the faculty of Yucca High School and has been so impressed by the program discussed in this paper, that she is getting a Specialist in Education degree in counseling and guidance.

ATTACHMENT 12-2

You are planning another *brief* (one or two pages) evaluation report on the career guidance program for small rural schools. You have the following considerations:

Decisions: Whether or not to revise the program's field trip schedule

Audience characteristics: Program personnel--teachers, administrators, and counseling staff

Resources available: You have no special production money this time, and you have about one week to prepare the report. Your expertise is the same as before.

You have the following data on field trips:

At the end of the program's second year, a questionnaire was given to students and counselors which asked them to rate the usefulness of the field trips. Since funds are limited, you want to be sure they are well spent. The questionnaire results have been tallied on the copy reproduced below:

STUDENT QUESTIONNAIRE - Yucca High School

Please rate each field trip by circling the appropriate number on the scale of 1 to 3.

1. How useful did you find the field trip to El Paso?

1.	not useful	II
2.	somewhat useful	~~IIII~~ IIII
3.	very useful	~~IIII~~ ~~IIII~~ ~~IIII~~

2. How useful did you find the field trip to Alamogordo?

1.	not useful	
2.	somewhat useful	~~IIII~~ ~~IIII~~ II
3.	very useful	IIII IIII IIII

3. How useful did you find the trip to White Sands Missile Range?

1.	not useful	~~IIII~~ I
2.	somewhat useful	~~IIII~~ ~~IIII~~
3.	very useful	~~IIII~~ ~~IIII~~

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Please rate each field trip by circling the appropriate number on the scale of 1 to 3.

1. How useful did you find the field trip to El Paso?

1. not useful	||	
2. somewhat useful	~~||||~~	||||
3. very useful	~~||||~~	~~||||~~ ~~||||~~

2. How useful did you find the field trip to Alamogordo?

1. not useful			
2. somewhat useful	~~||||~~	~~||||~~	||
3. very useful	||||	||||	||||

3. How useful did you find the trip to White Sands Missile Range?

1. not useful	~~||||~~	|
2. somewhat useful	~~||||~~	~~||||~~
3. very useful	~~||||~~	~~||||~~

4. How useful did you find the trip to Halloman Air Force Base?

1. not useful	1111	
2. somewhat useful	1111	1
3. very useful	1111	1111 1111

5. How useful did you find the trip to Sun Spot Observatory?

1. not useful	1111	1111 1
2. somewhat useful	1111	1111 1
3. very useful	1111	

STUDENT QUESTIONNAIRE - Saguaro High School

Please rate each field trip by circling the appropriate number on the scale of 1 to 3.

1. How useful did you find the field trip to El Paso?

1. not useful	
2. somewhat useful	
3. very useful	~~1111~~ 1111

2. How useful did you find the field trip to Alamogordo?

1. not useful	
2. somewhat useful	11
3. very useful	~~1111~~ 11

3. How useful did you find the trip to White Sands Missile Range?

1. not useful	
2. somewhat useful	~~1111~~
3. very useful	1111

4. How useful did you find the trip to Halloman Air Force Base?

1. not useful	11
2. somewhat useful	~~1111~~
3. very useful	11

5. How useful did you find the trip to Sun Spot Observatory?

1. not useful	1111
2. somewhat useful	1111
3. very useful	1

COUNSELOR QUESTIONNAIRE

How would you rate the usefulness of the field trips? Were any of them outstandingly useful? Were any of them not useful?

Counselor 1: The field trips to the cities were definitely very useful. All of my students were enthusiastic about them and several talked with me later about plans to explore specific interests they had discovered in the cities. After graduating, seven of the students went on to community colleges or vocational schools in one of these two cities. The military bases also generated a lot of interest, but I would rate the observatory lower than the rest: Too few students could relate this trip to their interests.

Counselor 2: All the field trips were good. My students found the trip to El Paso the most useful. Five of them are in El Paso now. Sun Spot was not as good. My students aren't that scientific, although one of them did end up working there after secretarial school! The best feature was actually letting them see some of the places where they could continue their education in the cities.

APPLICATION

This section of the module will give you a chance to apply the skills that you have acquired to your own situation. You will develop a plan for evaluation reporting with respect to your own guidance program. For this activity, you will need your lists from the various practice activities included in the text section.

Step 1. Start with the list of aspects of your program which will be the subject of decision making. Using this list, identify

1. the data needed for each decision
2. the likely audience of decision makers and their characteristics
3. the resources you will have available for purposes of evaluation reporting

Step 2. Use the attached copy of the flow-charting diagrams, and make more as you need them. For each major decision (you may find it logical to group together a number of closely related decisions), fill in the flow charts, using the considerations you identified above to come up with tentative choices of communication strategies which are appropriate for your decisions/data, audience characteristics, and available resources. When you have completed this process, write a brief description of each report you plan to produce, indicating your tentative choice of content, format, and level of sophistication, and how they were influenced by the specific considerations that apply to this report.

Step 3. For each report, make a brief outline showing how you will organize it.

Step 4. For each report, write a short description of the techniques you plan to use for presenting data. Your description should include a brief explanation of why these are appropriate. Your product from Activity 3, Part B should furnish one example.

Step 5. For each report, jot down some methods you plan to use to make the report interesting and attractive. Your product from Activity 3, Part C should furnish one example.

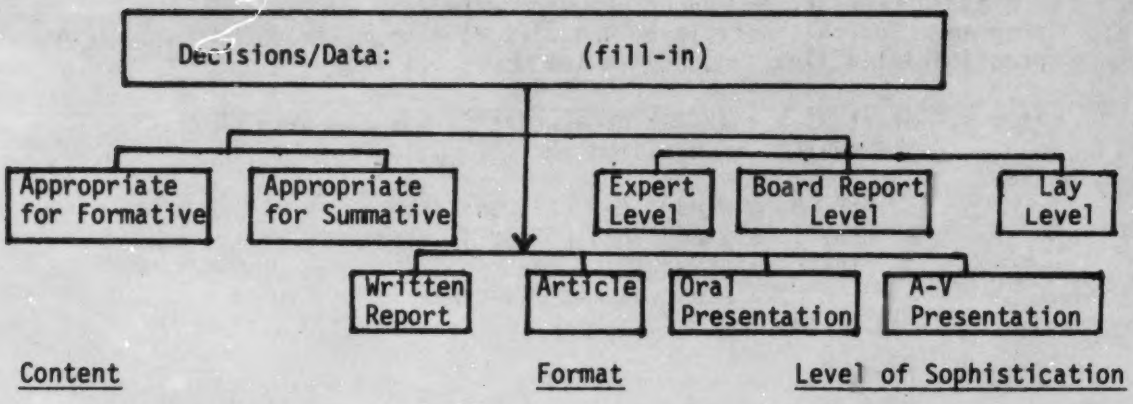
Note: This activity should not take more than one or two hours. If you find that it will take you longer than that time to complete the activity, restrict the number of program aspects you are dealing with to a few of the most important ones. Eliminate things like formative reports in the form of memos. Before you do that, however, make the following checks:

1. Are you keeping your written products brief?
2. Are you being realistic about the number of reports you should plan to do, given the resources you will have?

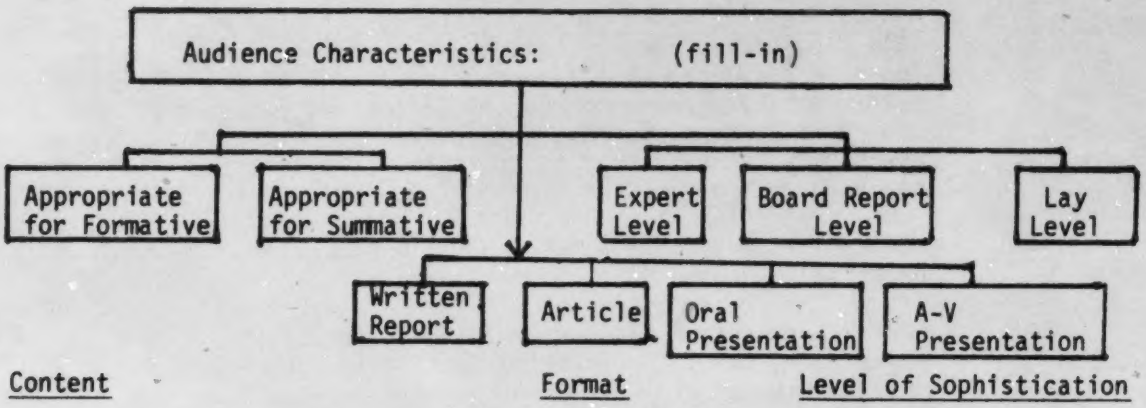
FLOW-CHARTS FOR APPLICATION

(Get more from the Coordinator as you need them.)

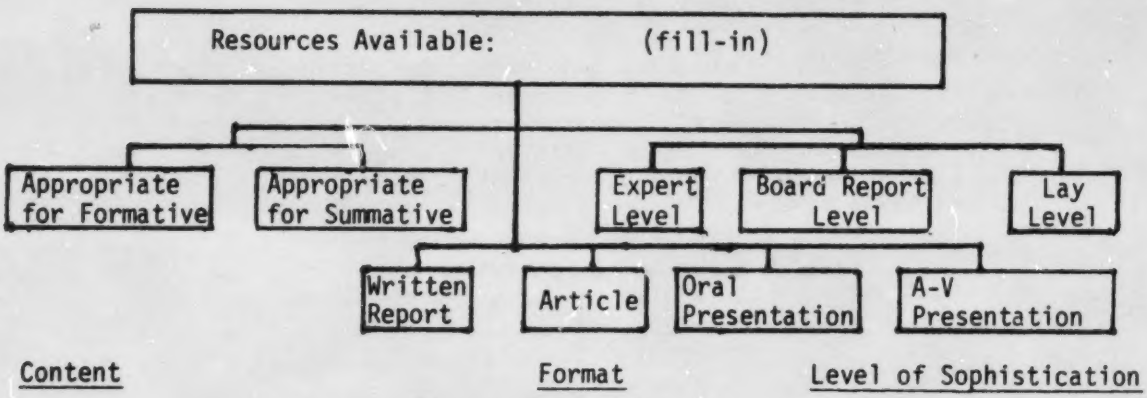
REPORTING CONSIDERATION 1



REPORTING CONSIDERATION 2



REPORTING CONSIDERATION 3



APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families; 20% are from middle class families; 5% are from upper-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success or failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a frustrated Freudian psychoanalyst, and two counselors: a middle-aged ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about the subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becoming increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditures of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

Varying Communication Strategies

Huff, Darrell. *How to Lie with Statistics.* London: Victor Gollancz Ltd., 1954.

This useful and amusing book offers many insights into misleading statistical manipulations and ways of distorting data. Of course, it is really about how not to get caught by people who lie with statistics. It will show you some pitfalls to avoid, especially with regard to level of sophistication and ways of presenting data.

Choosing Appropriate Strategies

Anderson, Scarvia et al. *Anatomy of Evaluation.* New Jersey: Educational Testing Service, 1973.

Topics in the field of evaluation are presented in encyclopedia-like form, with the topics arranged in alphabetical order, each with a brief one-to-three page explanation. The discussion under "Dissemination of evaluation results" touches upon matters of content and intended audiences for evaluation reports. The sections on formative and summative evaluation might also be helpful.

Organizing Evaluation Reports

Hawkridge, D. G., Campeau, P. L., and Trickett, P. K. *Preparing Evaluation Reports: A Guide for Authors.* Palo Alto: American Institutes for Research, 1970.

The Guide is a step-by-step manual for preparing the written evaluation report, especially summative reports. The explanations are in a clear, readable style, and there are examples of each section of a report. The book also contains a good annotated reference list covering several topics related to evaluating educational programs, e.g., experimental design, tests and measurements. The references are graded by level of difficulty.

Concise, Readable Writing

Strunk, W. E. and White, E. B., *The Elements of Style.* New York: Macmillan, 1962.

This is a basic book on writing style, very entertainingly written. It is short but contains the kind of information which makes one refer to a book again and again. It is a good introduction to essential principles which is worth reading even if you consider yourself an experienced writer.

Presentation of Data

Turabian, K. L. *A Manual for Writers of Term Papers, Theses, and Dissertations.* Chicago: University of Chicago Press, 1973.

Although intended specifically for writers of academic reports, this little book is a useful reference on matters of technical style in written reports in general. It covers such topics as abbreviations and numbers, and tables.

Fox, D. J. *The Research Process in Education.* New York: Holt, Rinehart and Winston, 1969.

Chapter 24 on "Writing the Research Report" contains some useful material on tabular presentation of data. It also treats other aspects of evaluation reporting, but is geared more toward the formal academic type of report.

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COORDINATOR'S GUIDE

MODULE 12

COMMUNICATING EVALUATION RESULTS

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

Reprinted with minor revision, July 1978

COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module -- winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the practice exercises which are part of the assessment items, (see the "Assessment Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly. Be familiar with the participant materials and this Coordinator's Guide.
2. Make sure all needed materials are presented for the workshop. This will include copies of old magazines such as *Time*, *Newsweek*, and *U.S. News and World Report*, a blackboard and chalk, paper and pens, and so on.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Introduce the basic purposes and structure of the module (see "Outline of Introductory Remarks"). Answer any questions.
4. Start participants on the text. Lead discussions and practice activities as you go through the module. Provide feedback on the practice activities. (See "Assessment Criteria.") Collect evaluation data on the participants.
5. Conduct the Postassessment. Collect the results. Evaluate each of the participants on her/his performance. (See "Assessment Criteria.") Keep a written account of this.
6. Start participants on the Application. (See "Introduction to Application.") Evaluate the plan produced. (See "Assessment Criteria.")
7. Conduct a Wrap-up session. Your tasks here are to
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available -- experts related to module topics to whom participants might be able to turn.
8. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
9. Submit the results of 5, 6, 7, and 9 to the overall workshop director.

OUTLINE OF INTRODUCTORY REMARKS

There are dozens of common everyday situations in which one conducts their own little evaluations. A good example is in the purchasing of merchandise. Pick a good example (T.V., camera, etc.) and walk the group through all the factors they would consider in such a purchase, then show the similarities between deciding upon a particular educational program or program component and deciding upon a particular consumer product or service. When seen as an aid to this decision-making process, evaluation reporting may be easier to view as a useful, commonsense activity, not just P-R on the one hand or a purely academic exercise on the other. It is a way of publishing the truth about the value of things for those who need to know--hence the root of the word evaluation.

To acquaint them with the structure of the module, have participants read through the "Module Outline" section at the beginning of the module and deal with any questions that arise.

Then go through the outcomes of the module with participants, answering any questions they may have about the skills and knowledge that they should acquire by completing the module.

There are many possible examples of situations in which these skills can be used. Perhaps the most obvious and familiar is the evaluation report required in order to obtain continued funding. Another is publishing reports of a successful program as an aid for those who are looking for ways to improve their own or who are about to institute a program for the first time. Participants may use their reporting skills to provide a sound basis for colleagues' decision making about changes and improvements in their own programs. You can multiply examples from your own experience, and encourage participants to come up with specific examples of their own.

ACTIVITY FEEDBACK

Activity 1

There are of course no "right answers" for this activity since each group's lists will be based on their particular program. During this activity, try to circulate among the groups, keeping the discussion relevant to the task and providing assistance as needed.

Activity 2

Help participants form small groups (three to five people) for this activity. As they use the flow charts, check to be sure they are filling in items and circling boxes as directed.

You may also want to be sure that group members can provide a rationale for their decisions in the various sections (Content, Format, Level of Sophistication) for each of the three Reporting Considerations.

Activity 3

Participants should be able to carry out this activity with little direction from you. Again, circulate among the groups and provide help as needed. For Part A, you may want to have your entire group share some of their "kernel" and "blown up" statements. For Part B, distribute the copies of magazines and offer assistance as needed. Be sure that participants can justify the use of their chosen techniques. For Part C, help the groups to get organized. Be sure that the groups compile lists of reporting methods and that they consider the appropriateness of each.

ASSESSMENT CRITERIA

Outcome 1. Measurement: Postassessment item 1.
Criteria: The summary should include the variations in content, format, and level of sophistication that are described in the text. Any additional points are OK, as long as these basic ones are present:

Content	Format	Level of Sophisticatio
Appropriate for formative	Written report	Lay level
Appropriate for summative	Oral presentation	Board report level
	Article	Expert level
	Audiovisual presentation	

Outcome 2. Measurement: Postassessment item 2.
Criteria: The written statement should include the following:

a. Consideration of the data needed for the type of decision involved. Among these should be information about program objectives, target population, description of program activities, program costs and resources needed, results of program. The participant should recognize that the decisions and data are appropriate for a summative report.

b. Consideration of how the audience characteristics should influence the level of sophistication in reporting. Participants should recognize that this is a case where a wide range of expertise in audience dictates reporting at a lay-to-expert level, where any expert-level discussions should be interpreted for readers at the lay level.

c. Consideration of how content, audience, and resources available should influence format. Participants should recognize that for a comprehensive report to a far-flung audience, a written or audiovisual format is probably the most appropriate. Any one is acceptable as long as the participant explains how he can do it for $100.

Outcome 3. Measurement: Postassessment item 3.
Criteria: The outline should indicate that the following will be included in the report:

a. Program objectives--to do what for whom? Data for this could be drawn from Items 1, 8, and 9.

b. Program description (including costs)--what methods were used in trying to achieve the objectives? Data for this could be drawn from Items 2-7.

c. Evaluation description--what methods were used to measure success? Data for this could be drawn from Items 8, 9, and 10.

d. Results--what effects were discovered by the evaluation? Data for this could be drawn from Items 8, 9, and 10.

Rate the outline on a 0 - 4 scoring system, depending on how many of the four criteria described above are included in the outline.

It is also acceptable for participants to include additional points appropriate for a summative report and to indicate that the data required are not present.

Outcome 4. Measurement: Postassessment item 4.
Criteria: Each participant's reporting will be judged by the group for conciseness and readability, using the following checklist, which you should read or hand out to the participants:

a. Does the report use too many *long, pretentious* words? See how often you can substitute a shorter, simpler word to give the same meaning. If there are more than five instances, send the report back for revision.

b. Are *sentences long and convoluted?* See how many sentences can be written in a shorter, simpler form without changing the meaning. If there are more than three, send the report back for revision.

c. Does the report use *technical or jargon terms* without explaining them? If you find one, send the report back for revision.

d. Does the writer use the *passive voice?* If so, send the report back for revision.

Outcome 5. Measurement: Postassessment item 5.
Criteria: Each participant's reporting will be judged by the group for clear and accurate presentation of data, using the following checklist, which you should read or hand out to the participants:

a. Did the writer convert the questionnaire response tallies into a *table or graph* which showed clearly the number of responses in each category? If the data are not presented accurately, send the report back for revision.

b. Did the writer *group data appropriately* to show what was happening with regard to the objective being assessed? If the presentation did not help the reader to make *meaningful comparisons*, send the report back for revision.

c. Does the report provide a *written interpretation of the significance of the data presented* in tables, charts, or graphs? If not, send it back for revision.

d. Is the *placement of tables logical and convenient* for the reader? If not, send back for revisions.

Outcome 6. Measurement: Postassessment item 6.
Criteria: Each participant's written plan will be assessed by the group, using the following guidelines:

a. If the report is *written,* attention should be given to its size, type, color, use of illustrations, etc. The participant should have considered the *appropriateness* of each component for data needs, *usefulness* to the audience, and *match to resources* available.

b. If the report is an *oral or audiovisual* presentation, the participant should have presented specifications for all visual aids to be used. In each case, there should be a consideration of the *appropriateness* for data needs, *usefulness* to the audience, and *match to resources* available.

Outcome 7. Measurement: Postassessment item 7.
Criteria: Each participant's reporting will be assessed by the group, using the following checklist, which you should read or hand out to the participants:

a. Is the material included restricted to that which is *appropriate* to a formative report on one aspect of the program (field trips)?

b. Is the reporting format appropriate to the lack of any special funds, short time, audience characteristics, and type of data being presented?

c. Is the level of sophistication appropriate to the audience characteristics, type of data, and writer's expertise?

d. Does the organization of the report include the following major topics: program features being assessed, description, evaluation methods used, and results? Is there a summary and/or conclusions?

e. Does the report meet the criteria for conciseness and readability given for number 4?

f. Does the report meet the criteria for clear and accurate presentation of data given for number 5?

Outcome 8: Measurement: Plans developed in Application section.
Criteria: The Coordinator should look over the plans to see that

a. The content, format, and level of sophistication chosen for each report are appropriate to the reporting considerations the participant has identified.

b. Planned organization of reports is simple and logical.

c. Planned techniques for presenting data are appropriate for content and audience.

d. Plans for interesting and attractive presentation meet the same criteria applied for Assessment Item 6.

INTRODUCTION TO APPLICATION

The purpose of this section of the module is to give participants a chance to apply the skills they have acquired to their own situations. Most of these skills can help them in beginning to anticipate their evaluation reporting needs. They have learned how content, format, and level of sophistication can vary. They have learned what are the important considerations in choosing evaluation reporting strategies. They have practiced applying these considerations to the choice of strategies, and they have also practiced skills of good organization, writing, and presentation of data. All of these things, except perhaps the actual writing, should come into play as they begin to plan for the evaluation reporting that they will do in their own setting.

First review the skills and process. The activities have included

1. Varying content and format
2. Varying level of sophistication
3. Choosing appropriate communication strategies
4. Using concise language
5. Presenting data
6. Making an interesting, attractive presentation

From these and other module activities, participants will have several products that should help them in this section. These include

- A list of aspects of their own program that should be the subject of evaluation reporting and of possible formats for each (Activity 1).
- At least one technique appropriate to a type of data that they will need to present (Activity 3, Part B).
- A list of possible methods for making reports on five aspects of their program interesting and attractive (Activity 3, Part C).

Also, they should be familiar with the process to be used in this section, based upon the flow-charting process presented in connection with Activity 2. Briefly explain that their tasks here will be

1. Forming a list of their reporting considerations (decisions/data, audience characteristics, and resources available)

2. Applying these considerations, using the flow-charting process, to come up with tentative choices of communication strategies for each of their important program aspects (decisions)

3. Indicating briefly the content organization for each of their planned reports

4. Indicating briefly an appropriate technique for presenting each type of data they will report

5. Indicating briefly appropriate techniques for making each report interesting and attractive

You should deal with any questions that participants may have before they start on this section.

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.